

### Teaching Material for the AR-App Cold War Berlin

**Topic:** Different presentations of the same event

1. Differences between East-West perspectives
2. Interplay and impact of historical material and augmented reality

**Objectives:** To deconstruct an iconic Cold War image, raise awareness of how history is constructed, reinforce media literacy.

### Module 1: Causes of the Conflict

The lesson begins with the photograph on **Information Sheet 1**, which shows an iconic image of the tank confrontation. The class creates a mind map containing information that the students already know about the topic.

Afterwards, the class is divided into workgroups of two. They watch the scenes "**Berlin 1961**" and "**October 22, 1961**" together in the AR app. The workgroups note in the table on **Worksheet 1** what information in the scenes seems familiar to them and what is new. The answers are discussed in class and added to the mind map.

If needed, the teacher can use the map material on **Information Sheets 2 and 3** to explain the division of Germany and the four-power status of Berlin.

**Social form:** plenary, partner work

### Module 2: Tanks at Checkpoint Charlie

The workgroups watch the augmented reality scene "**October 25, 1961**" together.

Afterwards, they write down on **Worksheet 2** the reasons provided in the narrative for why the U.S. tanks drove up at Checkpoint Charlie.

In Task 2, students focus closely on two sources that appear as points of interest (Pol) in augmented reality at the end of the scene which can be accessed through the app. The first source is a West German newsreel covering the events at the Friedrichstrasse border crossing. The second source is a newsreel from the GDR. Students analyze and compare the content and effect of the two sources.

Tips for differentiation: **Information Sheet 4** provides adjectives that can be used to describe the effect.

Afterwards, the class discusses how the newsreel reports from 1961 differ from today's news broadcasts and considers their credibility.

**Social form:** plenary, partner work

### Module 3: Confrontation on Friedrichstrasse

The workgroups watch the augmented reality scenes "[October 27, 1961](#)" and "[October 28, 1961](#)" together. Afterwards, students use [Worksheet 3](#) to recapitulate the exact sequence of events during the tank confrontation. Together, the class compares what they learned from the app with the [mind map from Module 1](#), adding to it if necessary.

The students now turn their attention to the historical material from the two scenes and relate them to each other. This helps them grasp how the situation evolved over the course of two days and helps them better understand the end of the confrontation. They share their impressions of a film clip from October 27, 1961 and relate it to the historical photographs from October 28, 1961.

Finally, the class discusses why the photographs of the tanks on Friedrichstrasse became so famous. At this point, students can reflect on the use of historical sources in remembrance culture and how historical narratives are constructed.

**Social form:** plenary, partner work

### Module 4: Reflection on Medium

The lesson can end with a reflection on the use of this medium for teaching. The students examine how they experienced history through the app. To do this, they first describe their overall impression and then compare them with the impression that a film would have left.

Afterwards, the working groups analyze and compare the historical photo on [Worksheet 4](#) from [Information Sheet 5](#) with the image of the same scene from the augmented reality on [Information Sheet 6](#). In doing so, the students reflect on the varying effects.

Finally, they consider whether this medium is a good way to teach history.

**Social form:** plenary, partner work